



# DOMINICAN UNIVERSITY of CALIFORNIA

School of Liberal Arts and Education

## Competency-Based Achievement

EDUO 9345 3 Semester Credits/Units

Instructor – Ryan Pickett

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### Course Overview

As educators, we want *every* student to engage and succeed in our classrooms. To achieve success, students need more autonomy and choice while feeling less pressure to perform and connecting with their teachers. Learn the practical and exciting instructional approach of mastery learning. The flexible pacing, targeted supports, and formative feedback will empower *all* your students to progress with confidence.

Competency-Based Achievement requires one book entitled, *The Mastery Learning Handbook: A Competency-Based Approach to Student Achievement* by Jonathan Bergmann. This book must be purchased separately and can be found at [www.amazon.com](http://www.amazon.com)

### Course Objectives:

After completing the course, Competency-Based Achievement, participants will demonstrate or indicate:

- The importance of mastery learning and how it can improve student success.
- How to prepare themselves and their classroom for mastery learning.
- The ability to create curriculum and assessments utilizing the mastery learning cycle.
- How to implement mastery learning while managing grading and other common issues.

### Course Relation to CCS or other Professional Standards

This course aligns to the following professional teaching standards: <http://www.cde.ca.gov/pd/ps/index.asp>

- Engaging and Supporting all Students in Learning
- Creating and Maintaining Effective Environments for Student Learning
- Understanding and Organizing Subject Matter for Student Learning
- Planning Instruction and Designing learning Experiences for all Students

### How to Submit Coursework

You are allowed nine months to complete this course from the day that you register. However, you are free to complete the course for a grade at anytime along the way.

Place each assignment (1-9) in a separate word processing document with clear labels and submit it into the corresponding assignment's Dropbox. Be sure to e-mail your instructor after each submission. If your assignment is too large for the Dropbox or it is in a format that the Dropbox will not accept (i.e. Google docs), feel free to e-mail or share the document directly with your instructor.

## Course Assignments

### 1. Prior Experience

- a. Describe your previous or current experience with competency or mastery-based learning.
- b. Given your previous experience or knowledge with competency or master-based teaching and learning, what do you believe to be the pros and cons of the approach.

### 2. Introduction

- a. After reading chapter 1 of the book, The Mastery Learning Handbook, create a pretend tweet or thread depicting why teachers should switch to mastery learning. This does not need to look real. The idea is to be concise enough so that it could be written in Threads or X while still conveying how mastery learning can improve student learning.
- b. Based on the information that you learned in chapter 1 of the text, discuss what you feel would need to change in your classroom to make the switch to mastery learning. In your discussion, be sure to reflect on how your role as a teacher may change.

### 3. Preparation

- a. After reading chapter 2 of the book, The Mastery Learning Handbook, discuss your experience and/or prior knowledge of flipped learning and backward design. How easy or difficult will it be for you to utilize these techniques in making the switch to mastery learning? Explain.
- b. Create a picture collage depicting the mastery learning cycle. This collage can be made with digital imagery or with pictures cut and glued with magazines. If you choose a non-digital method of creating your collage, take a picture of the collage to turn it in. After making your collage, write a summary of the mastery learning cycle and why you believe your collage represents it.

### 4. Designing Spaces

After reading chapter 3 of the book, The Mastery Learning Handbook, design a new mastery-friendly classroom for your students. We know that not everyone is an artist or an architect. Utilize the examples from the chapter and do the best you can to create something that can be labeled and turned in. After designing your new classroom, write a paper describing and defending the choices that you made and how they will improve mastery learning. If your role in education is such that you do not have a classroom to redesign, utilize what you learn in chapter 3 to design a pretend classroom. You can also contact your instructor for alternatives. Your explanation should include the following:

- The purpose of each space
- How it will keep things flexible
- How it will improve active learning
- How it will promote student choice and ownership
- How it keeps students on task

## 5. Mastery Unit Plan

- a. Read chapters 4 through 12 of the book, The Mastery Learning Handbook. For this assignment you are to adapt a unit of study in one class or subject that you teach so that it follows the mastery learning cycle. This should be a multi-week unit, but for the purpose of this course do not plan a unit that will last more than 4 weeks. The first step of this assignment is to decide on a unit to adapt and turn in the original plan. With the unit, write a paragraph about why you choose this particular unit to adapt. If your role in education does not require you to create and teach units, utilize what you learn in part 2 of the book to create a new unit. You can also contact your instructor for alternatives.
- b. Given what you learned from chapter 5 of the book, The Mastery Learning Handbook, develop both clear objectives and the mastery rubric for the unit above.
- c. Given what you learned from chapter 6 of the book, The Mastery Learning Handbook, plan and create your summative mastery assessments.
- d. Given what you learned from chapter 7 of the book, The Mastery Learning Handbook, plan and create your formative assessment tools.
- e. Given what you learned from chapter 8 and 9 of the book, The Mastery Learning Handbook, plan and create both your independent and group space objectives.
- f. Given what you learned from chapter 10 of the book, The Mastery Learning Handbook, plan and create reflection opportunities for your unit.
- g. Given what you learned from chapter 11 of the book, The Mastery Learning Handbook, discuss how you will handle assessing for mastery. Will your assessment be digital or paper? How will you address security as well as meet the challenge of “unique” tests? Will you administer practice tests?
- h. Given what you learned from chapter 12 of the book, The Mastery Learning Handbook, what will your plan be for remediation and feedback?
- i. Turn in your completed unit including all of the above. If it is too large for the dropbox, consider proving links to additional documents within your plan, sharing it via Google Docs, and/or emailing directly to your instructor.

## 6. Walk-Through

Read chapter 13 of the book, The Mastery Learning Handbook. Pick a day/lesson from the unit you created in assignment 5 and describe what you envision the flow of the lesson to look like from before class begins to the completion of the lesson.

## 7. Fast Learners

- a. Read chapter 14 of the book, The Mastery Learning Handbook. Describe what you currently do when students master new concepts much faster than their classmates.
- b. Based on what you learned from chapter 14 of the text, create a new plan for handling students that master the content quickly.

## 8. Grading

Read chapter 15 of the book, The Mastery Learning Handbook. Pretend that you have been selected to give a TED talk on the current grading and reporting practices in education. Being the mastery learning advocate that you are, you are to discuss the various ways one can merge mastery learning with traditional grading. While doing so, you are to emphasize your preferred method and explain why you think it is the best. This will obviously be influenced by the grade level and/or subject that you teach. That is ok and expected as long as you are upfront about it in your speech.

## 9. Don't Give Up

**a.** Read chapter 16 and the conclusion of the book, The Mastery Learning Handbook. Pretend that your school has moved towards mastery learning at your direction. However, the school board is pushing back, as they are not convinced that mastery learning is right for their students. Therefore, your administrator tasks you with creating a presentation for the school board that will teach them the benefits of mastery learning. To convince the board, be sure to not only include the benefits but acknowledge the challenges and discuss how to address them (i.e., what to do when students fall behind or get ahead, pacing, grading, etc.). Also keep your audience in mind (school board).

**b.** In addition to the school board's skepticism, the parent community is also worried about this change. Alter your presentation from above so that it is appropriate for the next PTA meeting. After altering your presentation for the new audience, write a script of what you believe the question-and-answer session with the parents will be like after they see your presentation.

## Course Assessment Rubric

<b>Exemplary:</b> A+ to A-	<b>Acceptable:</b> B+ to B-	<b>Unacceptable</b> Must be resubmitted
Reflective, thoughtful ideas relevant to the assignment are clearly stated	Presents some relevant ideas and connections to the assignment	Ideas are not clear or relevant
Very well organized	Generally well organized	Shows little or no organization
Responses relate numerous facts and specific details of the program materials	Some facts and specific details of the program materials are included	Few or no facts or specific details of the program materials are included
Free of spelling and/or grammatical errors	Writing contains a few spelling and/or grammatical errors	Numerous spelling and/or grammatical errors make the writing difficult to read

- You are allowed 9 months to complete the course but can turn in your work at any time.
- Course questions? Contact your instructor by email. [rpickett@dominicanaonline.com](mailto:rpickett@dominicanaonline.com)
- For questions involving your registration, please contact us at [support@dominicanCAonline.com](mailto:support@dominicanCAonline.com) or call (800) 626-5080.

- To change your address, link to your Dominican account at [https://www.dominicanaonlinestore.com/store/index.php?main\\_page=login](https://www.dominicanaonlinestore.com/store/index.php?main_page=login)
- For Dominican Self-Guided course information, link to <http://dominicanaonline.com/Dominican-CA-Online-FAQ>
- Remember to e-mail your instructor when you submit work.